Brittany Gregory

LENS 4 – *The Invention of Hugo Cabret*

Reader-as-Writer

**Purpose:** Students are to create their own illustrations to be combined then given a background story. This reinforces the idea that pictures tell stories as much as words do – the way *The Invention of Hugo Cabret* showed.

**Audience:** 3rd-5th+ Grade Students

**Genre:** Lesson Plan

**Engagement:** I've used to ideas learned in the book and expanded upon them.

In *The Invention of Hugo Cabret* by Brian Selznick, there is a dynamic between illustration and text that makes the book original. Unlike a children's picture book, *Hugo* relies on the pictures to tell the story, like the chase scene: the reader would be completely clueless if that portion of the book was left out. In addition, the pictures feed off the text. Selznick makes it so that the story wouldn't make sense without those two components. In picture books, students either reinforce what they're read by analyzing the illustrations or listen to the text while gathering information from the picture; one can happen without the other. Students can listen to a story, and students can figure out a book's plot based on the illustrations. By engaging in a similar activity to the reading experience of *The Invention of Hugo Cabret,* students are to gain perspective on whether of not illustration has importance to literature. My opinion is that students learn in many ways, art being one of them, so expression of their learnings through art can teach just as much. This is similar to reading: authors can use their words to tell a story, it's their forte, but illustrators use their pictures to get across the same ideas. In the lesson drafted below, students learn this concept by creation of their own works.

Lesson Plan – Create Own “Automaton” to Tell a Story

**Objectives**

Students will be able to formulate a story based off a drawing – by his/herself or from a peer.

**Time:** One to two class periods.

**Lesson Outline**

**I.** Introduction

**A.** After reading *The Invention of Hugo Cabret,* students are to list the pros and cons of having a book reply heavily on illustration to tell a story.

* 1. Point of which side has more: pros or cons. Discuss why.

**II.** Writing Text

**A.** On the board with the help of the students, list the scenes that were told entirely by illustration.

1. Choose one scene as a class.

* 1. Going page by page, have students dictate (while you write on the board) what they think is happening in each picture.
  2. Once finished, read some of the previous text, the student's dictation, and a bit of the following text.

4. Ask students if their addition told the same story as the pictures.

**III.** Creating Illustration

**A.** Do the opposite. Read the students a scene.

1. Have the class create an illustration based on the text read.

2. Share.

**IV.** Forming Own Stories

**A.** Instruct the students to draw a picture.

1. Note that it should be detailed and of anything that interests them.

**B.** Pair students up in groups of four.

1. Students are to use these four pictures to create a story.

2. They are to use the illustrations as a way to develop, not assist the plot. This means that their illustrations are to tell a story as much as the text.

3. Finished stories will be presented to the class.

**Closure**

Vote if they approve of illustrations throughout the text. Have students expand on their answers.